

# Education Service Agency Accreditation



*Building and Recognizing  
Quality Service Systems*

# Opening Thought

“When you cease getting better, you stop being good!”

***Vince Lombardi***



# A Picture of AdvancED

- Our purpose is....
  - to help schools, districts, and *now educational service agencies* improve on behalf of their clients and the students they serve
  - to serve as an international leader and powerful advocate for educational quality

# A Picture of AdvancED

*The Unification of NCA CASI, SACS CASI, and CITA*

## World's Largest Educational Community

- 39 thousand public and private schools
- 4,500 school districts
- 49 states and Navajo Nation
- Department of Defense Education Activity
- 65 countries (including Latin America)
- 15 million students
- 16 thousand volunteers
- 3.5 million educators
- ***6 education service agencies***

# **ESA Accreditation Quality Service Systems**

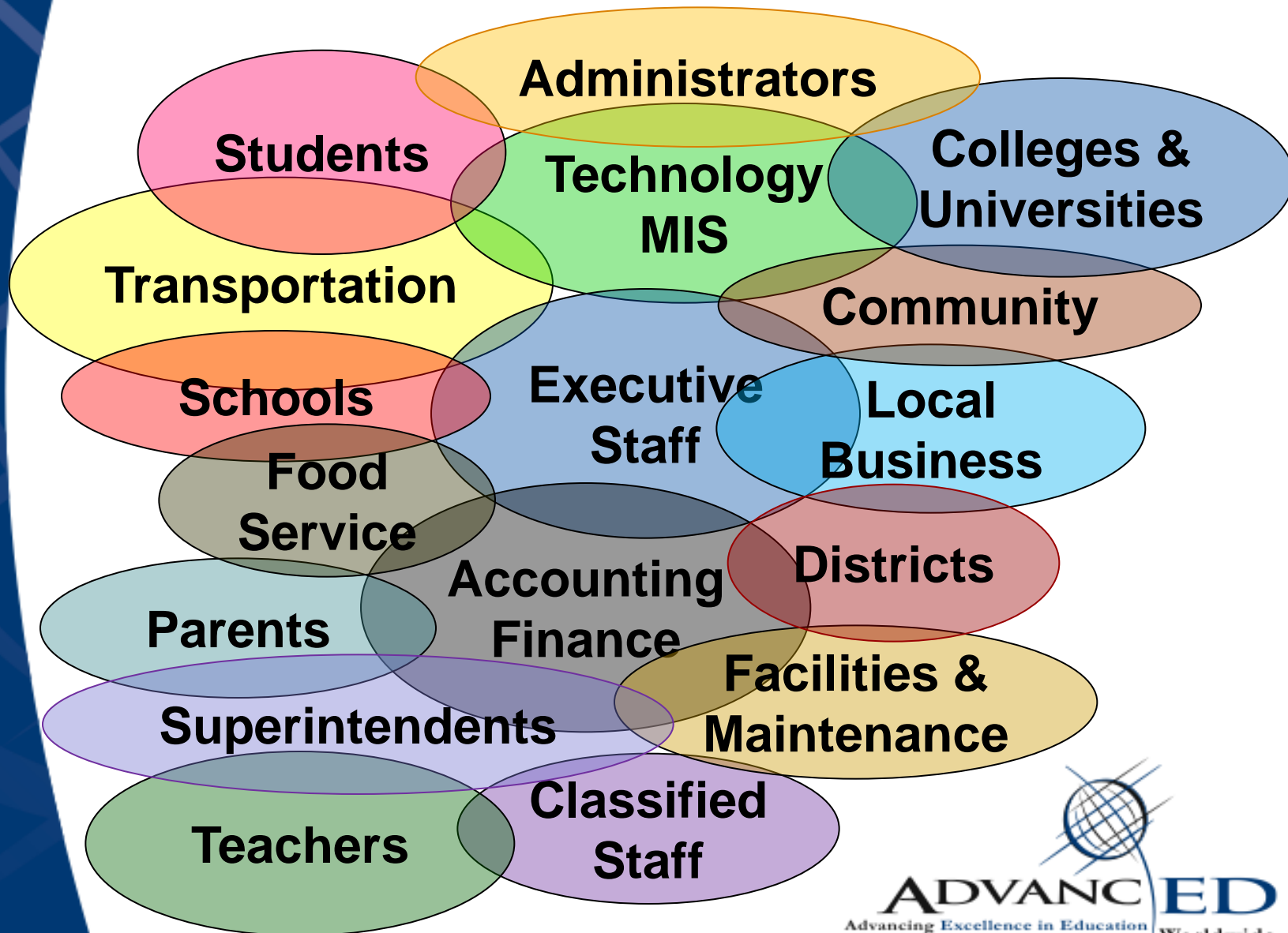
- **A research-based national protocol for education service providers committed to systemic, systematic, and sustainable continuous improvement**
- **Builds the capacity of the agency and its client districts to increase student learning**
- **Stimulates, supports and examines how all elements of a system work in harmony**

# ESA Accreditation

## Quality Service Systems

- Ensures all people, processes, departments and operations of the agency work in concert (focused, aligned, connected)
- Strengthens efforts to provide accountability to clients
- Encourages growth beyond compliance to achieve excellence
- Promotes continuous not episodic improvement

# System Elements





# Cornerstone of Accreditation





# AdvancED Accreditation Standards

- **Vision and Purpose**
- **Governance and Leadership**
- **Teaching and Learning**
- **Documenting and Using Results**
- **Resources and Support Systems**
- **Stakeholder Communications and Relationships**
- **Commitment to Continuous Improvement**

# AdvancED Standards for Quality Education Service Agencies

## Standard

- comprehensive statement of quality practices and conditions

## Indicators

- operational definitions or descriptions of practices and processes

## Impact Statement

- characteristics, processes, and actions that would be observable and verifiable in an agency that effectively implements the standard

# AdvancED Accreditation Standards

- **Provide a system of standards that are aligned (schools, districts, education service agencies)**
- **Cross state, regional, national and international boundaries**
- **Are based on research**
- **Are interrelated and form a collective whole (systemic connectedness)**
- **Focus on factors that contribute to student learning**
- **Address variables agencies can impact**

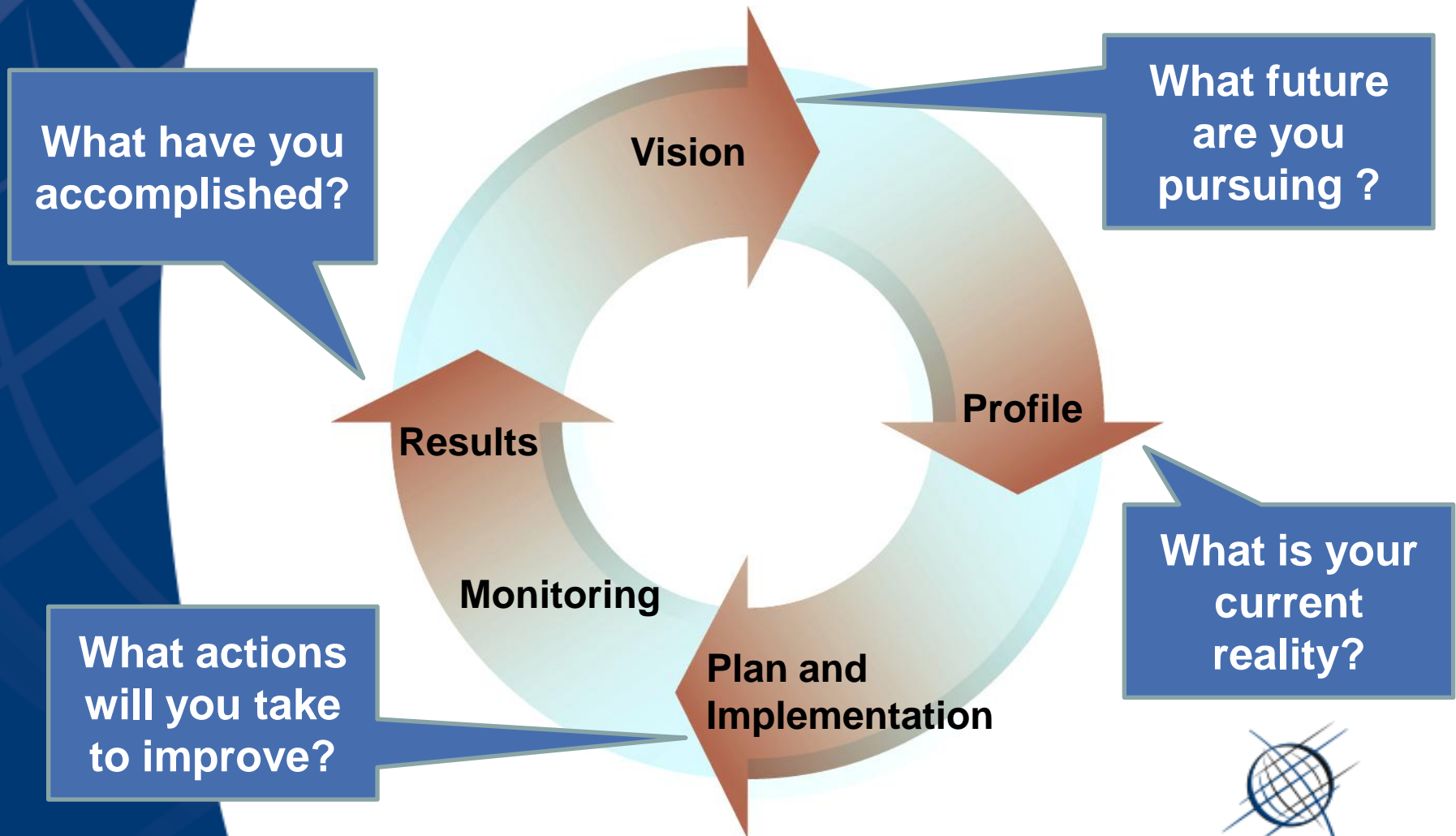
# Continuous Improvement

- **The agency has the responsibility and flexibility to identify and implement a continuous improvement process that promotes:**
  - **continuity**
  - **coherence**
  - **alignment**
  - **collaborative planning at all levels**

# Continuous Improvement

- **One improvement process used by the agency and all its departments encourages:**
  - **all departments, operational units and staff work to achieve the agency vision**
  - **customized planning at the department level**

# Improvement Process Elements



# Continuous Improvement Process

- **The selected process must:**
  - **comprehensively address the four elements of continuous improvement.**
  - **help the agency meet the standards.**
  - **focus on improvement of agency effectiveness, client effectiveness, and student learning.**
  - **satisfy any local, state, federal requirements.**
  - **be implemented in a systematic and systemic manner.**



# Quality Assurance

- **Public Trust**
- **Professional and Organizational Integrity**
  - **The agency strives to deliver on its promise and be what it claims to be**
  - **The agency fulfills the requirements of accreditation**
  - **The agency is honest and truthful in communicating and reporting**
  - **Individuals within the agency engage in professional and ethical behavior**

# Quality Assurance

## *Internal Review*

- The agency designs and implements a program of assessment practices and methods to:
  - monitor and document improvement
  - provide meaningful feedback and support
  - ensure standards are met and strengthened
  - make certain there is alignment of efforts throughout the agency
- The agency:
  - collects and uses assessment data and results
  - communicates findings to stakeholders

# Quality Assurance

## *External Review*

- Every five years, the agency hosts a visit by a national team of professional peers
- The team:
  - meets with agency staff and stakeholders and visits a representative sample of client districts and schools
  - conducts interviews, reviews artifacts and records observations
  - provides high quality feedback and makes an accreditation recommendation
- The review provides the agency and community with validation and recognition

# Agency Accreditation

## *Key Feature*

- **The agency is responsible for:**
  - meeting the requirements of education service agency accreditation
  - providing its operational units with the leadership, direction, assistance, and resources to be successful!
- **Organizational Effectiveness**
  - of the agency
  - of client districts
- **Student Learning**
  - directly
  - indirectly

# Agency Reports: SAR

- **Prior to the visit, the agency prepares a Standards Assessment Report (SAR)**
  - **submitted electronically and made available to the team prior to the visit**
  - **assesses and demonstrates how the agency meets the accreditation standards**
- **During the visit, the QAR team uses this report to guide their review**
- **Agencies are encouraged to periodically perform assessments of the standards for formative use**

# Standards Assessment Report

- **Executive summary of the agency**
- **Standards Section (for each standard)**
  - **Assessment of indicators and over-all standard (using a rubric)**
  - **Narrative describing evidence (focus questions)**
- **Description of quality assurance methods**
- **Identification of peer-to-peer practice(s)**
- **Conclusion: General insights, strengths and challenges**

# AdvancED Resource Network

## Peer-to-Peer Practices

- A description of interventions, strategies, programs, or activities that have been identified by a school or system to be effective

## Global Professional Learning Community

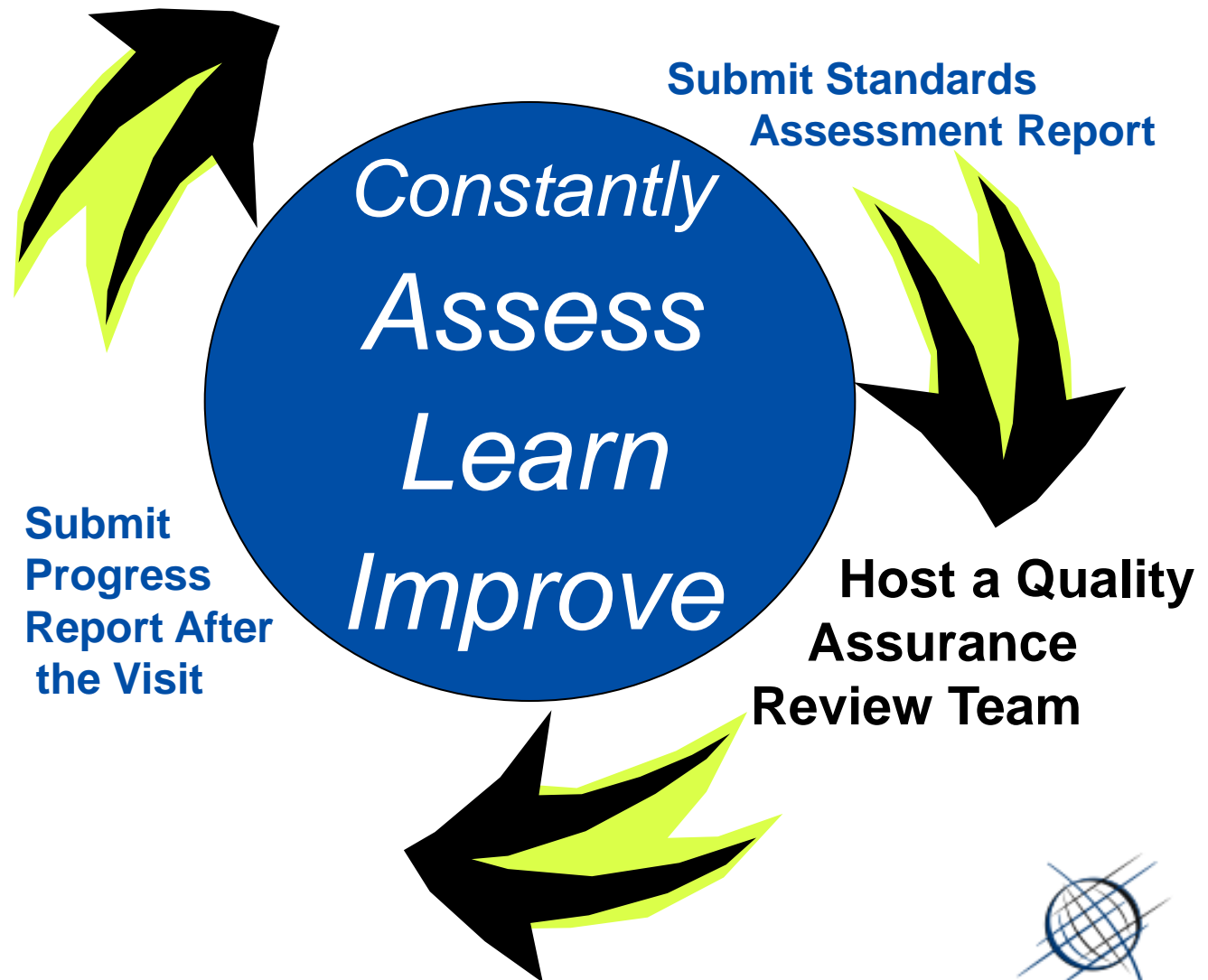
- A practice will be submitted when completing the SAR



# After the Visit

- **The agency:**
  - communicates visit results with stakeholders
  - receives accreditation at the next scheduled AdvancED board meeting
- **The agency should:**
  - maintain momentum
  - monitor for quality
  - continue to improve
  - sustain and enhance stakeholder interest and engagement
- **The agency *must*:**
  - act on the review team's recommendations
  - submit an Accreditation Progress Report (APR)

# 5-Year Accreditation Term



# Accreditation Process and Products

	Processes	Products
<b>Internal Review</b>	conducts an internal review of its current capacity in meeting accreditation standards	Standards Assessment Report (SAR)
<b>External Review</b>	hosts an external review conducted by professional peers	Quality Assurance Review Report (QAR)
<b>Continuous Improvement</b>	continues to monitor, document, and evaluate improvement efforts	Accreditation Progress Report (APR)

# Keys to Success



# Steps to ESA Accreditation

## *Applicant*

- Submit application
- Complete self-assessment
- Host a readiness visit

## *Candidate*

- Ensure that all schools operated by the agency are accredited or candidates for accreditation.
- Complete the Standards Assessment Report
- Prepare for, schedule, and host the visit
- Communicate findings to the community

## *Accredited*

- Act on findings
- Report on progress (APR)

*Thank you for your interest in  
AdvancED Accreditation  
For Education Service Agencies*

[www.advanc-ed.org](http://www.advanc-ed.org)